

EXTENSIONS OF REMARKS

RECOGNIZING THE CITIZENS OF OAK LAWN FOR INDEPENDENTLY FUNDING THE CONSTRUCTION OF A 9/11 MONUMENT

HON. DANIEL LIPINSKI

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. LIPINSKI. Mr. Speaker, I rise today to recognize the Village of Oak Lawn and its commitment to honoring the heroes and victims of 9/11 with a monument to be dedicated on September 11, 2011—the ten year anniversary of the terrorist attacks. Located in my district, this community has come together to fund the construction of a monument to be built with four beams from the World Trade Center in memoriam of that tragic day and the brave first responders who made the ultimate sacrifice.

Erik Blome, a Chicago native whose public works projects can be found throughout the nation, has unveiled a design that will include a “forest of beams” memorializing the first responders and the resiliency of the American spirit. The symbolism of beams from the World Trade Center coupled with the artistic skill of Mr. Blome will produce a lasting and poignant monument to help Oak Lawn residents remember our national loss and those heroes who responded for generations to come.

Led by the Oak Lawn Rotary Club, the residents of Oak Lawn, Illinois are coming together to raise money to fund construction of the monument. Through community fundraisers and generous donations by Oak Lawn citizens, businesses, and organizations, the local community will independently fund the Oak Lawn 9/11 Monument.

I am proud to recognize the Village of Oak Lawn for its strong history of philanthropy and community involvement. Please join me in celebrating the residents of Oak Lawn and the Oak Lawn Rotary Club for its leadership in ensuring that the lives of the September 11th first responders are not forgotten. I know the project will continue to be a great success and I look forward to visiting the memorial once completed.

RECOGNIZING TRISTAN FISSETTE

HON. PETER J. ROSKAM

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. ROSKAM. Mr. Speaker, I am pleased to rise today to recognize Tristan Fissette, an exceptional and accomplished young man from the Sixth District of Illinois. Tristan is a recent recipient of a grant award from Our Military Kids and was selected as one of four honorary “Our Military Kids of the Year.”

Serving our country requires an extraordinary sacrifice from service members and their families. Founded in 2004, Our Military

Kids has provided grants to children of deployed military personnel to be put towards fine arts activities, sports programs and academic tutoring.

At the early age of eight, Tristan began taking karate lessons. His primary aspiration was to obtain a black belt by the time his father returned from his second deployment to Kuwait. With the help of a grant from Our Military Kids, and personal determination, Tristan was able to reach this goal. Tristan has also been involved in “Feed My Starving Children,” a distribution program that prepares bags of food for children in need in developing countries. At home, Tristan has demonstrated an unwavering dedication to his family and community. In his father's absence, Tristan has been diligent about completing household chores and maintains excellent grades in school. As the eldest child, he has set a good example for his younger brother and sister. Tristan possesses great potential, and it will be incredible to see how he applies his talents in the future.

April is the Month of the Military Child, and as such, I would like to take this opportunity to celebrate this special occasion. Mr. Speaker and Distinguished Colleagues, please join me in honoring Tristan for his remarkable achievements.

RECOGNIZING LARRY SHARP

HON. PETER J. VISCLOSKEY

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. VISCLOSKEY. Mr. Speaker, it is with great respect and admiration that I stand before you today to honor Mr. Larry Sharp, Executive Director of the International Institute/LACASA—IILC, an organization that specializes in assisting individuals with immigration and citizenship concerns. For over 30 years, Larry has devoted his time and efforts to this organization, touching the lives of countless individuals. Mr. Sharp will be honored for his many years of service at an event hosted by the Gary Historical and Cultural Society, Inc., on Saturday, April 9, 2011, at the Genesis Convention Center in Gary.

Founded in 1919, the International Institute's main purpose was to assist foreign born individuals in their adjustment to American life by providing home visits with bilingual volunteers and workers. Continuing on this path, the organization continued to enhance the services it offered, and the Institute organized the first English classes for the foreign born. In 1945, a major focus of the organization was immigration and naturalization, and in 1958, the International Institute was accredited by the Board of Immigration Appeals to represent individuals before the Department of Homeland Security. In 2002, the International Institute and LACASA, an organization serving the Hispanic community, merged to form what is now known as the International Institute/LACASA and is also known as the International Com-

munity Alliance. Today, the organization's mission is to “serve and advocate for low and moderate-income immigrants and Hispanics in immigration, naturalization, adult education, youth leadership development, food assistance, confronting domestic abuse, promoting cultural diversity, and fatherhood programs.”

Larry Sharp was born in LaPorte, Indiana, and is a graduate of Ball State University. He joined the Peace Corps in 1969 and was stationed in Peru. There, he learned to speak Spanish and met the love of his life, his wife, Taia Carol. In 1979, Larry became Executive Director of the International Institute. Since 1982, Larry has been accredited by the Board of Immigration Appeals to represent individuals. Mr. Sharp continues to directly assist numerous people with citizenship and immigration issues daily. Through Larry's outstanding leadership and incredible passion, the International Institute/LACASA, has become an effective and compassionate program for all immigrants who need support.

Larry's dedication to the community and his career is exceeded only by his devotion to his amazing family. Larry and his wonderful wife, Taia, have two children, Neil and Taia.

Mr. Speaker, I ask that you and my other distinguished colleagues join me in commending Mr. Larry Sharp as he is honored for his lifetime of service and dedication to foreign born individuals within the communities of Northwest Indiana, Illinois, and beyond. Larry continues to touch the lives of countless people, and for his unselfish, lifelong commitment, he is worthy of the highest praise.

INAUGURAL SPEECH OF PRESIDENT JOE URGO, ST. MARY'S COLLEGE

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. HOYER. Mr. Speaker, I submit these inaugural remarks by an outstanding educational leader in Maryland's Fifth District, Joe Urgo, the new President of St. Mary's College.

INAUGURAL ADDRESS AS PRESIDENT OF ST. MARY'S COLLEGE—MARCH 26, 2011

(By Joe Urgo)

Thank you, Madame Chair, for your charge to me, which I accept with pleasure and with full knowledge of the weight of responsibility it entails.

Madame Chair and board of trustees, Congressman Hoyer, elected officials and their representatives, academic delegates, alumni, faculty, staff, students, friends, neighbors and family: I want to welcome each and every one of you and thank you for the honor of your company on this day.

It is traditional at this point in the ceremony for the new president to deliver an inaugural address. We're going to do that, but in a different fashion, which I will explain shortly. I'd like my inaugural address to drive home three linked points, and I'll need some help doing so. First, that our past informs our present—we cannot be effective

• This “bullet” symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

agents of progress or change without an awareness of how we came to be, and of what came before us. On the institutional level, we know that the original St. Mary's school was founded as a monument to freedom and inclusiveness. We may be free, but we are not alone. This brings me to my second link, that none of us exists as an island, even if we are surrounded by water. On a personal level, we open our awareness to full recognition of who worked to clear a path for us to arrive here, on this spot, at this time. And third, to reflect on our work over the past twenty-four hours, at yesterday's symposium, work done by people who love this place and this College, and by whose passion and dedication we shall deliver on the promise of the liberal arts as a public trust.

These are the three links: (1) an acceptance of the ongoing challenge of our profound origins; (2) a shared belief that education is a collaboration; and

(3) the conviction that it is passion that will move us forward. Such is the essence of the inaugural, which is, above all else, a readiness—to be prepared, together, in the fullness of the present, inspired by an old verity: that our love for St. Mary's College will move us to accomplish something fine. Today marks a new beginning, and a reaffirmation.

But first, let's talk about me. Why me? Product of what past, and by whose assistance, have I come to this podium this afternoon? To help answer those questions, and to illustrate that none among us stands alone, I have asked the assistance of George Monteiro, professor emeritus at Brown University, and Cecelia Tichi, William R. Kenan, Jr. Professor of English at Vanderbilt University. These scholars have built magnificent careers, about which you may read in the program.

In 1980, two years after my college graduation and two years into post-baccalaureate wandering, Professor Monteiro agreed to be my graduate school advisor and gave me the idea that I might have an academic career. Some of it was spoken but most of it was in temperament, sensibility, and an assumption of inclusion. I would never have conceived of and completed the PhD without George Monteiro's support—he'll deny it, but that's the kind of support I am talking about.

In 1988, I was three years past receiving my PhD, and in the second of two contingent faculty appointments. That year the English department at Vanderbilt University hired Professor Tichi into a senior level, endowed professorship—a signal accomplishment for her career. I was on a three-year non-tenure track fellowship in the department and would be gone in a year or so—a lowly accomplishment in mine. Professor Tichi became a mentor and guide, and for reasons I am not certain I know, took an interest in me, saw me through difficult early career times, and continued as confidante through the next decade of career decisions.

I have asked George and Cecelia to help me once more, by each taking a portion of the time allotted for this inaugural. They are but two individuals who have made it possible for me to be here today, as St. Mary's president; many others are in the audience. My undergraduate thesis advisor is one—Haverford professor of political science, emeritus, Harvey Glickman; my collaborator from Bryant University, Roger Anderson, professor of management; my Fulbright host from León, Spain, Professor Manuel Manuel Broncano—qué tal estas, Manolo?; my former colleagues and good friends from Hamilton College, Art Massolo, Susan Skerritt (of Kirkland College) Karen Leach, Dick Tantillo, Pat Reynolds, Dave Smullen, Ellie Wertimer, William Billiter, and Mary Lyons and Ed Bradley. These kind spirits in-

form my own—I have them with me all the time; it is an honor to share this installation with them today. I also note the love and support of my parents, Joe & Rose Urgo—although not with us physically, they accompany me today.

I also share this day with my lover, my partner, and my best friend, Lesley Dretar Urgo, as we have shared 28 years of marriage, six job changes for me, at least that many for her, nine household moves—and throughout the day-to-dayness of our marriage, truly a partnership of mind, body, and spirit.

That 28-year partnership produced our son, George Urgo. As every parent knows, we are also the products of our children, who supplant our childhood and replace it with renewed life as a parent. George has been a good friend since 1986, when he was born in Syracuse one day before our health insurance was to expire. His timing has always been dramatic and he has been able to masterfully infuse that quality into his life's passion. It is with a father's pride that I ask his assistance this afternoon. And I could not ask for a more suitable blues rendition on my behalf, as both a representative of my love and of my confidence in the future.

Professor Monteiro will speak first; followed without further introduction by Professor Tichi. Once George has us ready, I'll come back to the podium with my inaugural remarks to follow.

[Remarks were made by George Monteiro, Cecelia Tichi, followed by a musical performance by George Urgo]

[Joe returned to the podium]

To borrow from the cadences of our students, "I do, I do believe, I do believe I am ready to be the president of St. Mary's College"—and yes, I hope you are ready for me!

In the past nine months there has gestated in me a love for this college and a passion for its mission. And now I am ready to talk to you about it.

In the middle of William Faulkner's great novel, *Absalom, Absalom!*, after repeated failures on the part of college students Quentin and Shreve to understand the human motivations behind events they seek to comprehend, Shreve says, "And now we're going to talk about love." At that point, the roommates begin to realize that understanding, unlike regurgitation, demands emotional investment, and more, requires interpersonal, collaborative creativity. Yes, we need data; yes, we need technical skills; yes, we need assessment measures. But none of these processes and admonitions will move us forward without emotionally invested human beings. You have heard from individuals whom I have loved, depended upon, learned from, and in turn, influenced. As the president of St. Mary's College, I pledge to take this model of personal interaction, of investment in collaboration and influence, and make of it the the core value of what we do here—in learning, in teaching, in research and creativity, in daily work and in the responsibilities we share.

"And now we're going to talk about love." I speak to all lovers of learning, lovers of creativity, and to those who simply love this place. Above all, the liberal arts is about love: human passion, the engine of human emotion behind all of human history. St. Mary's College of Maryland exists in the public trust, offering the love of liberal learning—an impassioned, dedicated, humanistic endeavor—to all segments of society, supported by enlightened individuals in the great state of Maryland. Where many of our nation's finest liberal arts colleges were established as exclusive, private institutions, this one was founded on the principles of freedom and inclusiveness. As St. Mary's College trustee emeritus J. Frank Raley has reminded me, our mission is to provide an

elite education that is not elitist. Our classes are for all classes. Please join me in a salute to Mr. J. Frank Raley.

I am cognizant of the work of St. Mary's presidents and principals who have preceded me, visionaries who have guided us from 19th & 20th century seminary to 1960s junior college to 1970s public four-year college—and to today's glimpse into the future, of what will become an "elite" liberal arts education, where "elite" refers to brainpower, not family wealth. I follow men and women of remarkable dedication and courage, and am humbled by their accomplishments. With us today is the man whose vision of a public liberal arts college animates us now as it has for forty years—please help me acknowledge former St. Mary's College President Renwick Jackson.

My goal is to make the academic rigor of an elite residential liberal arts education available to all members of the coming generation who possess the will and the capacity to meet its challenge. At St. Mary's College we do not make class-distinctions for education deemed as "appropriate" to the wealthy as apart from that "appropriate" to the general population. Our mission is to combine the two greatest educational accomplishments of American civilization: public education, and the residential liberal arts college. We seek to be an engine of class mobility, helping to end the cycle of educational deprivation that afflicts too many American families.

Can we do this? Can we sustain this ambition in the face of forces that will urge us to mediocrity, urge us to do something cheaper, easier, something that in the name of efficiency devalues the collaborative, humanistic educational model of the residential liberal arts college? Former trustee, U.S. ambassador, and friend of St. Mary's, Paul Nitze, reflecting on his career, remarked, "I have been around at a time when important things needed to be done." Embedded in that simple, humble statement is an attitude of mind toward one's circumstances. "I have been around at a time when important things needed to be done." Students, faculty, staff members, alumni and friends of the College, there is important work to be done, right here, right now.

With passion and a belief in the rightness of our charge, we find there are important things to be done, and we are around to do them—I feel within me a sense that this College and this community are READY, ready for greatness. At St. Mary's College we are the beneficiaries of one of the world's most beautiful campus locations. Our natural surroundings inspire our quest for sustainable living, ordered by a responsiveness to the future of the land we occupy and the waters that surround us. In months since arriving here, Lesley and the College community have answered this beauty with human hands, working to create an arboretum on campus, further marking this site as a destination.

The historical project of St. Mary's City reminds us of the significant work done here in the past, and at the same time, warns us with mortality. As well as live and thrive, things die; they perish, they are conquered, they come to an end. Our mission above all else is to embed our ambitions into sustainable systems, so that the future is indebted to us, and not in debt because of us.

At a liberal arts college, "education" is the name we give to intellectual endeavor, to creative expression, and to the perpetuation of these impulses across generations. And now we're going to talk about love. In Faulkner's novel there is a concern that we are too quick to assign to human motivation overtly rational, design-driven origins. One character observes:

Have you noticed how so often when we try to reconstruct the causes which lead up to the actions of men and women, how with a sort of astonishment we find ourselves now and then reduced to the belief, the only possible belief, that they stemmed from some of the old virtues? (Ch 4)

Faulkner called these the old virtues—love, passion, sacrifice—the human qualities that produce what matters to humanity, from the forging of a peace agreement between contending nations, to the assistance offered a stranger in need, to the mentoring of a student, a new colleague, or to the simple preparation for class by professor and student alike.

At St. Mary's College, embedded in our mission and purpose, is the premise that great things will come of following the heart's desire. Learning to love what you do is a signal achievement of a lifetime. Finding the important thing that needs to be done, and investing yourself in that significance, sacrificing for it, and loving where it leads—this is the essence of a liberal arts education. Once immersed in poetry, in history, in science and mathematics, you'll find that passion transferable to careers and communities that will depend upon like-minded, invested human hearts and minds for their perpetuation. And in that process, forty years ahead, the community of 2051 will look back on us and say, "our way was made by the commitments of 2011, and we inherit a college that was loved, nurtured, and cared for by men and women of passion."

It is in this spirit that I ask all of us who work to maintain and advance this college community on the banks of the St. Mary's River to renew our commitment—to providing an academically elite, liberal arts education that is inclusive, public, and accessible; to fostering an egalitarian spirit on campus characterized by collaboration and cooperation, seeking methods of compromise over conquest; to installing procedures and systems, as well as bricks and mortar, that are sustainable beyond our lifetime; to considering future generations to be our partners, not our creditors; to maintaining the liberal arts in the public trust, dedicated to the young people who seek the rigors of a liberal arts education, in whose creative spirit and intellectual audacity we entrust the future of this state, this nation, and the world.

I ask you, gathered here today: Are you ready? Because I am ready—ready for the future of St. Mary's College of Maryland.

RECOGNIZING THE 2010-2011 CONGRESSIONAL YOUTH ADVISORY COUNCIL FOR 500 HOURS OF OUTSTANDING SERVICE TO THE COMMUNITY—BRANDON ROSS

HON. SAM JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. SAM JOHNSON of Texas. Mr. Speaker, it is my pleasure and privilege to inform the Members of the United States House of Representatives that the students of the 2010-2011 Congressional Youth Advisory Council, CYAC, from the Third District of Texas have completed a total of 500 community service hours, fulfilling and far-surpassing the requirements of their assigned CYAC in the Community service project.

This year 46 students from public, private, and home schools in grades 10 through 12 made their voices heard by joining CYAC. As

the Third District's young ambassadors to Congress, these bright high school students met with me on a quarterly basis to discuss current events and public policy. These impressive young people recognize an important truth: the heart of public service is found when giving back to the community. CYAC students volunteered their time and talents with over 30 organizations including Adopt-A-Highway, Habitat for Humanity, Meals on Wheels, Teen Court, and the USO, to name a few. As one student shared, "CYAC in the Community has allowed me to realize my calling to serve those in the U.S. Armed Forces." I am beyond thrilled that CYAC has helped students unleash their full potential and chase their dreams.

President George H.W. Bush once said, "A volunteer is a person who can see what others cannot see; who can feel what most do not feel. Often, such gifted persons do not think of themselves as volunteers, but as citizens—citizens in the fullest sense: partners in civilization."

With this statement as a benchmark, I am proud to congratulate the members of the 2010-2011 Congressional Youth Advisory Council for showing themselves to be outstanding young citizens of this nation. It is my privilege to submit summaries of their work to the CONGRESSIONAL RECORD to be preserved for posterity and antiquity. To these young public servants, thank you, and keep up the great work! I salute you!

A copy of each submitted student summary follows:

I serve as an Assistant Scoutmaster for Troop 235 in Plano, Texas. On December 27th through December 31st, I volunteered at Camp Preston Hunt, a Boy Scout winter camp held in Texarkana, Arkansas. I was one of four adults supervising sixteen scouts from my troop. Before we left for camp, I taught the younger scouts how to pack for the week. During the week, one of my duties was to make sure our cabin was neat and organized. I also had to make sure that all scouts attended their merit badge classes. Each morning I was responsible to make sure that they all were dressed and ready for the flag raising ceremony. I taught two different hour long classes fulfilling the requirements and lessons necessary to fulfill the emergency preparedness merit badge. During free time I assisted the scouts with "homework" that was assigned to them in their various merit badge classes. One of my challenges was to keep the scouts busy during their free time. In order to be an Assistant Scoutmaster I had to complete a course in Youth Protection. The course is designed to spot abuse and to help protect adults who assist in scouting, to protect them from being accused of any misdeeds.

—Brandon Ross

RECOGNIZING PAUL HARDING OF ANNANDALE, VA, FOR RECEIVING AAA PRESIDENTIAL LIFESAVING MEDAL

HON. GERALD E. CONNOLLY

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. CONNOLLY of Virginia. Mr. Speaker, I rise to recognize an exceptional young man in my community who has demonstrated wisdom and maturity beyond his years. Paul Hardin of

Annandale, Va., is receiving the Presidential Lifesaving Medal, one of only seven being awarded this year, in honor of his duties with the AAA School Safety Patrol program. This award is given annually to patrollers whose brave and selfless actions helped save the life of another person.

Paul is 11 years old and is a fifth grader at Canterbury Woods Elementary School, where his safety patrol post involves two-way vehicle and pedestrian traffic. On February 2, 2011, Paul physically stopped the parent of another student who was about to walk into oncoming traffic with a car within 5 to 8 feet of the crosswalk. His swift, heroic actions prevented a possible tragedy. Paul's family and his safety patrol team at Canterbury Woods Elementary should be proud of his actions and this achievement.

The AAA School Safety Patrol program is a nationwide program active in 31,000 schools with more than 600,000 students who volunteer to keep their fellow students safe before and after school. Through their duties, these students exhibit citizenship, leadership skills, and civic engagement. The AAA School Safety Patrol program pays tribute every year to patrollers who have saved someone's life during the school year. The Presidential Lifesaving Medal is the highest honor a student can receive, and it has been awarded to 392 students since 1949.

Mr. Speaker, I ask that my colleagues join me in recognizing Paul Hardin on receiving the Presidential Lifesaving Medal. I extend my congratulations to Paul, his family and his fellow safety patrollers, and as we say to others in the public safety community, "Stay Safe."

THANKING THE ENGINEER MAINTENANCE COMPANY, 4TH MAINTENANCE BATTALION 4TH MARINE LOGISTICS GROUP

HON. LEE TERRY

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

Friday, April 8, 2011

Mr. TERRY. Mr. Speaker, I rise today to honor the Engineer Maintenance Company, 4th Maintenance Battalion 4th Marine Logistics Group of the United States Marine Corps for their hard work and dedication—both for defending our freedom, and to the Omaha running community.

The Omaha Marathon, in its 30th year, is an institution dedicated to not only health and fitness, but also to helping numerous charities and improving our environment through recycling. On September 26th, 2010, 40 Marines volunteered at the Omaha Marathon, the Half Marathon, and the Ten Kilometer road race.

The Marines lived up to their reputation—going above and beyond what they were asked to do. Prior to the day of the race, the Marine volunteers stuffed packets for the runners, helped set up the course, and prepared a pasta dinner for the competitors.

On race day, the Marines were available for help starting at 3 a.m. and staying until after the race had ended. The Marines provided a color guard presenting the National Colors, set up and tore down hydration stations, and presented medals to the finishers of the races. They truly made a positive impact on the success of the races.